### Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

Class: Principles of Macroeconomics (ECON 221)

### Common Core No.: NMCCN ECON 2113

Faculty: Robin Kuykendall

Jan Bradburn

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will identify,	Assignment—Students are required to			
describe and explain human	incorporate human behavior as it	Average = 4.64	Last year I added a pre-assignment	
behaviors and how they are	relates to the concepts listed. They	94.7% of the students (36 out	to help students get an idea of	
influenced by social	must explain how individual human	of 39) scored a 3 or higher on	what I was looking for. In	
structures, institutions, and	behavior would be affected by	this assignment	continued it this year. Students	
processes within the contexts	businesses and social structures.		did a great of relating these	
of complex and diverse	Assignments were scored on the		economic concepts to human	
communities.	following rubric:		behaviors.	
Demonstrate an understanding of	5= Outstanding (strong critical thinking			
the following competencies at a	skills displayed and strong ability to			
rate of 70% or higher (average of 3	incorporate economics concepts with			
or higher)	human behavior)—A level work			
opportunity cost, comparative	4=Good (good critical thinking skills			
advantage, and exchange,	and good ability to incorporate			
supply and demand and	economics concepts with human			
equilibrium, fiscal and	behavior)—B level work			
monetary policies	3=Adequate (some critical thinking			
	skills displayed and adequate ability to			
	incorporate economics concepts with			
	human behavior)—C level work			
	2 = Needs improvement (little to no			
	critical thinking skills and marginal			
	ability to incorporate economics			
	concepts with human behavior)—D			
	level work			
	1=Poor (no critical thinking skills			
	and/or ability to incorporate			
	economics concepts to human			
	behavior)—F level work			

Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

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Common Core No.: NMCCN ECON 2113

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
2. Students will articulate how	Assignment—students were required	Average = 4.53	Students performed well on this	
beliefs, assumptions, and values	to pick a statement from a list I	92.1% of the students (35 out	competency and really seemed to	
are influenced by factors such as	provided and give an opinion on	of 38) scored a 3 or higher on	enjoy this assignment. I will	
politics, geography, economics,	whether they felt it was true or false.	this assignment	continue this assessment tool next	
culture, biology, history, and	Then they had to evaluate the topic		year.	
social institutions.	using specific microeconomic topics I			
	provided. Once they analyzed the			
Demonstrate an understanding of	statement using the microeconomic			
this competency at a rate of 70%	topics, they then had to determine			
or higher (average 3 or higher )	whether or not their opinion of the			
	statement was influenced once they			
	considered the micro side of it.			
	Assignments were scored on the same			
	rubric as the first competency.			
3. Students will describe ongoing	Assignment—students were required	Average= 4.26	Students did well on this objective	
reciprocal interactions among self,	to pick a macroeconomic topic	85.3% of the students (29 out	and seemed to be able to relate	
society, and the environment.	identifying how the topic affects the	of 34) averaged a 3 or higher	the concepts to themselves and	
As it applies to the following topics	overall US, their community, and the	on all topics	their environment very effectively.	
showing an understanding with a	student individually. Students must tie			
70% proficiency or higher (average	all three together to show how all			
of 3 or higher):	three interact and are affected by this			
Opportunity cost, comparative	economic topic.			
advantage, exchange, law of				
supply, law of demand,				
equilibrium, aggregate demand				
and aggregate supply, supply of				
money, interest rates, fiscal and				
monetary policies, and trade				
restrictions (state competencies				
Nos. 1-5 and 7*)				
* meets NM business articulation				
competencies				

Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

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Common Core No.: NMCCN ECON 2113

<u>Competencies</u>	<u>Assessment</u>	Assessment Results	How Results V	Vill Be Used	(Optional)
(Learning Outcomes Being Measured)	<u>Procedures</u> (Process/Instrument named or described – rubric attached)		<u>To Make Impr</u>	rovements	Recommendations/Goals/ Priorities
<ul> <li>4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. –</li> <li>4a—concepts of opportunity cost, comparative advantage and exchange(state competency No. 1*)</li> <li>4b—laws of supply and demand and equilibrium and the use of supply and demand curves to analyze responses of markets to external events (state competency No. 2*)</li> <li>4c—circular flow model and the concepts of aggregate demand and aggregate supply for use in analyzing the responses of the economy to disturbances (state competency No. 3*)</li> <li>4d—determinants of the demand of money, the</li> </ul>	Quizzes and Assignments including graphical analysis.	Overall Objective Averages <b>4a</b> = 80.5% <b>4b</b> = 78.7% <b>4c</b> = 77.9% <b>4d</b> = 72.0% <b>4e</b> = 69.3% % of Students Scoring 70% or higher <b>4a</b> = 85.8% <b>4b</b> = 80.2% <b>4c</b> = 79.9% <b>4d</b> = 73.0% <b>4e</b> = 67.7%		I will continue this assessment next year in order to compare data.	
supply of money and interest rates; and the role of financial institutions on the economy (state competency No. 4*) 4e—fiscal policies, monetary policies; how these affect the economy (state competency No. 5*) *Meets NM business articulation competencies End – Social/Behavioral Sciences		Overall Objective	e Average 2010-2011 2011-2012	90.0% 85.0% 80.0% 75.0% 65.0% 60.0% 55.0%	tage of Students Scoring 70% of Higher 2 3 4 5

#### **NM Business Articulation Competencies for Principles of Macroeconomics**

Students should demonstrate an understanding of:

- 1. the concepts of opportunity cost, comparative advantage and exchange
- 2. the laws of supply and demand and equilibrium and the use of supply and demand curves to analyze responses of markets to external events
- 3. the circular flow model and the concepts of aggregate demand and aggregate supply for use in analyzing the response of the economy to disturbances
- 4. the determinants of the demand for money, the supply of money and interest rates, and the role of financial institutions on the economy
- 5. fiscal policies, monetary policies; how these affect the economy Optional Objectives Not covered
- 6. foreign exchange rates, markets, and the balance of payments (optional—not assessed here)
- 7. trade restrictions and how they affect the economy (Optional—not assessed here)

Faculty Member Completing Assessment:	Robin Kuykendall	June 4, 201	575.769.4916
	Name	Date	Phone Number

### Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

Class: Principles of Microeconomics (ECON 222) Common Core No.: NMCCN ECON 2123 Faculty: Robin Kuykendall

Compotoncios	Accessment Presedures	Accossment Results	How Results Will Be Used To	(Optional)
Competencies	Assessment Procedures	Assessment Results		
(Learning Outcomes Being	(Process/Instrument named or		Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will identify, describe	Assignment—Students are required to	Average = 4.73	Last year I added a pre-assignment	
and explain human behaviors	incorporate human behavior as it relates	96% of the students (22 out of	to help students get an idea of	
and how they are influenced by	to the concepts listed. They must	23) averaged a 3 or higher on	what I was looking for. I continued	
social structures, institutions,	explain how individual human behavior	this objective	it this year. Students did a great job	
and processes within the	would be affected by businesses and		of relating these economic	
contexts of complex and diverse	social structures.		concepts to human behaviors.	
communities.	Assignments were scored on the			
	following rubric:			
Demonstrate an understanding of	5= Outstanding (strong critical thinking			
the following competencies at a	skills displayed and strong ability to			
rate of 70% or higher (average of 3	incorporate economics concepts with			
or higher)	human behavior)—A level work			
Opportunity cost, supply and	4=Good (good critical thinking skills and			
demand, price elasticity of	good ability to incorporate economics			
demand, supply and income	concepts with human behavior)—B level			
elasticity, cost analysis and	work			
break-even analysis, labor and	3=Adequate (some critical thinking skills			
capital markets	displayed and adequate ability to			
	incorporate economics concepts with			
	human behavior)—C level work			
	2 = Needs improvement (little to no			
	critical thinking skills and marginal ability			
	to incorporate economics concepts with			
	human behavior)—D level work			
	1=Poor (no critical thinking skills and/or			
	ability to incorporate economics			
	concepts to human behavior)—F level			
	work			

Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

# Page 2 of 4 .... Course: Principles of Microeconomics (ECON 222)

Common Core No.: NMCCN ECON 2123

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used <u>To</u>	<u>(Optional)</u>
(Learning Outcomes Being	(Process/Instrument named or		Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
2. Students will articulate how	Assignment-students were required to	Average = 4.52	Students performed well on this	
beliefs, assumptions, and values	pick a statement from a list I provided	91% of the students ( 21 out of	competency and really seemed to	
are influenced by factors such as	and give an opinion on whether they felt	23) averaged a 3 or higher on	enjoy this assignment. I will	
politics, geography, economics,	it was true or false. Then they had to	this objective	continue this assessment tool next	
culture, biology, history, and	evaluate the topic using specific		year.	
social institutions.	microeconomic topics I provided. Once			
	they analyzed the statement using the			
Demonstrate an understanding of	microeconomic topics, they then had to			
the this competencies at a rate of	determine whether or not their opinion			
70% or higher (average of 3 or	of the statement was influenced once			
higher)	they considered the micro side of it.			
	Assignments were scored on the same			
	rubric as the first competency.			
3. Students will describe ongoing	Assignment—students were required to	Average = 4.18	Students did well on this objective	
reciprocal interactions among self,	pick a microeconomic topic identifying	88% of the students (15 out of	and seemed to be able to relate the	
society, and the environment.	how the topic affects the overall US,	17) averaged a 3 or higher on	concepts to themselves and their	
Demonstrate an understanding of	their community, and the student	this objective	environment very effectively.	
the following competencies at a	individually. Students must tie all three			
rate of 70% or higher (average of 3 or higher):	together to show how all three interact and are affected by this economic topic.			
Opportunity cost, law of supply,				
law of demand, equilibrium, price				
elasticity of demand, utility				
analysis as it relates to consumer				
choice, cost analysis and break-				
even point as it relates to producer				
choice, various market structures,				
and price ceilings and floors				
(NM state competencies Nos. 1-7)				

Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

Page 3 of 4 .... Course: Principles of Microeconomics (ECON 222)

Common Core No.: NMCCN ECON 2123

Competencies	Assessment	Assessment	How Results Will Be Used To	(Optional)
(Learning Outcomes Being Measured)	Procedures	Results	Make Improvements	Recommendations/Goals/
(	(Process/Instrument			Priorities
	named or described			
	– rubric attached)			<b>T</b> I (* 1
4. Students will apply the knowledge base of the	Quizzes and	Overall Objective	Overall I am very pleased with the	The first semester this course was
social and behavioral sciences to identify,	Assignments	<u>Average</u>	results. Students met each of the	taught, I used the final exam and
describe, explain, and critically evaluate relevant	completed via Aplia	<b>4a</b> = 81.9%	objectives. As I was working through	assignments to assess data; however, I
issues, ethical dilemmas, and arguments. –	including graphical	<b>4b</b> = 81.9%	assessment data, I did determine one	determined that when using the final
Demonstrate an understanding of the following	analysis	<b>4c</b> = 78.1%	concern and that is the retention rate	exam it made it more difficult to
competencies at a rate of 70% or higher		<b>4d</b> = 80.7%	especially in my online courses. I would	assess how well students were doing
4a—opportunity cost (state competency No. 1*)		<b>4e</b> = 78.9%	like to start tracking as I would like to	along the way; therefore, this year I
4b—laws of supply and demand and equilibrium		<b>4f</b> = 74.9%	work towards at least a 70% retention	decided to assess the quizzes and
and the use of supply and demand curves to		<b>4g</b> = 80.8%	rate. This year my retention rate was	assignments. I will continue this
analyze responses of markets to external		<b>4h</b> = 75.6%	63%. This includes any student who	assessment measure next year.
events (state competency No. 2*)			withdrew or failed the course. (Fall	
4c—concepts and calculation of price elasticity		Students scoring 70%	2011 F2F = 66.7%, Fall 2011	
of demand and supply and income elasticity		or higher on each	Online=58.3%, Spring 2012 Online =	
(state competency No. 3*)		<u>objective</u>	73.6%)	
4d—consumer choice including utility analysis		<b>4a</b> = 87.9%	Overall Objective Average	
(state competency No. 4*)		<b>4b</b> = 91.7%	84.0% 7	
4e—producer choice including cost analysis and		<b>4c</b> = 86.0%	82.0%	
break-even point (state competency No. 5*)		<b>4d</b> = 80.5%		
4f—comparison and contrast of perfect		<b>4e</b> = 75.3%	76.0%	211
competition, monopoly, monopolistic		<b>4f</b> = 75.5%	74.0%	112
competition, and oligopoly (state competency		<b>4g</b> = 79.4%		
No. 6*)		<b>4h</b> = 74.4%	1 2 3 4 5 6 7 8 Objective	
4g—impact of government intervention in				
markets including price ceilings and price			Percentage of Students Scoring 70% or higher	
floors (state competency No. 7*)				
4h—role of labor and capital markets (state				
competency No. 8*)			60.0%	11
*Meets NM business articulation competencies			40.0% 2010-20 2010-20 2010-20 2010-20	12
End – Social/Behavioral Sciences				
			Objective	

#### **NM Business Articulation Competencies for Principles of Microeconomics**

Students should demonstrate an understanding of:

- 1. the concepts of opportunity cost
- 2. the laws of supply and demand and equilibrium and the use of supply and demand curves to analyze responses of markets to external events
- 3. the concepts and calculation of the price elasticity of demand and supply and income elasticity
- 4. consumer choice including utility analysis
- 5. producer choice including cost analysis and break-even point
- 6. the comparison and contrast of the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly
- 7. the impact of government intervention in markets including price ceilings and price floors; the impact of takes and antitrust
- 8. the role of labor and capital markets

Faculty Member Completing Assessment:	Robin Kuykendall	May 15, 2012	575.769.4916
· · ·	Name	Date	Phone Number

# Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

Class: PSCI 102 (Online Only)
Common Core No.: POLS 1123

Faculty: Rick Rowley

<b>Competencies</b>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named		To Make Improvements	Recommendations/Goals/
Measured)	or described – rubric			Priorities
	attached)			
1. Students will identify,	Students complete a	The average final exam score	Continuation with present	
describe and explain human	comprehensive final exam and	was 93%, the average score on	practices and learning strategies	
behaviors and how they are	accompanying units requiring	the unit activities was 93%, and	as long as the benchmark (80%)	
influenced by social	discussion questions, and a final	the final composition was 93%.	is met and exceeded. The	
structures, institutions, and	composition. The required	Online students tend to either	online format is a challenging	
processes within the	activities are matched to the	complete the activities	environment for both the	
contexts of complex and	state competencies and are	successfully or poorly.	students and the instructors.	
diverse communities.	identified as such within each		The opportunity for academic	
Students should:	unit.		dishonesty is minimized with	
Develop an understanding of			the existing course	
self			management strategies.	
and the world by examining			Student evaluations indicate	
content and processes used by			much satisfaction with learning	
social and behavioral sciences			strategies and the acquisition of	
to			a social consciousness and	
discover, describe, explain, and			global perspective.	
predict human behaviors and				
social systems. 2. Students will articulate how				
beliefs, assumptions, and	Project-Based activities were required to match the intention	Unit activities are consistently well-received and scores are		
values are influenced by factors	of each competency. Rubrics	superior. Requesting that		
such as politics, geography,	were provided for students prior	students actively engage in a		
economics, culture, biology,	to the assignments.	global issue is always successful		
history, and social institutions.		and can provide a basis for		
Students should:		future projects; each building		
Enhance knowledge of social		on the next.		
and cultural institutions and the				
values of their society and other				
societies and cultures in the				
world.				

#### Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

# Page 2 of 3 .... Course: PSCI 102 (Online Only)

### Common Core No.: POLS 1123

<b>Competencies</b>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named		To Make Improvements	Recommendations/Goals/
Measured)	or described – rubric			Priorities
3. Students will describe	attached) Discussion questions and unit	Unit activities/critical thinking	Student grades on the final	
ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	activities integrate critical thinking strategies into each assignment. Students are required to address each competency within the assignment.	activities averaged 93%. This average indicates the acquisition of critical thinking strategies practical knowledge of the competencies, and a global perspective.	exam, report, and unit activities has improved 10% points over last year's results. Writing activities will continue to be used to improve and measure analytic skills.	
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.	One global social issue (final composition) is explored individually as a group throughout the semester. Extensive research explores the scientific method and ethical dilemmas imposed by each competency.	The final research composition was the most successful learning strategy and allowed the instructor to measure the competencies through process writing. (93%)		
End – Social/Behavioral Sciences				

	Clovis Community College
	Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science
Page 3 of 3 Course: PSCI 102 (Online Only)	Common Core No.: POLS 1123

Faculty Member Completing Assessment:	Rick Rowley	July 16, 2012	
	Name	Date	Phone Number

## Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

### Class: PSY 101

Faculty: Dana Albright

### Common Core No.: NMCCN PSYC 1113

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named		To Make Improvements	Recommendations/Goals/
Measured)	or described – rubric			Priorities
	attached)			
1. Students will identify,	Essay questions, and four exams	Average grades on the exams,	The established benchmark for	Although the benchmarks (75%)
describe and explain human	are required that cover each unit	project based activities and	each competency was 75%.	were met in all four
behaviors and how they are	are correlated to a specific	pre/post test indicate a pass	Though it was exceeded,	competencies, averages could
influenced by social	competency. Also a pre-test and	rate of 81% (higher than 75%	revisions should be made to	improve . Faculty will continue to
structures, institutions, and	post-test is completed. A paper	benchmark). The course is	reflect a global perspective and	integrate the global perspectives
processes within the	and or presentation requires	offered online where an	current events. A strong	into each exam, project based
contexts of complex and	research on topics related to the	analysis of final scores were	emphasis on theory will be	activities and discussion
diverse communities.	course content. A project is	within the standard deviation	integrated holistically into the	questions. Revisions and
Students should:	required that allows them to	from the traditional course.	upcoming semesters.	innovations are essential to
Develop an understanding of	have a better understanding of		Competency 2 can be enhanced	meeting each competency
self	themselves and their world.		with a class debate to critical	addressed by the state.
and the world by examining	Sample size was 30 on Pre-Test		thinking regarding human	
content and processes used by	and Post-Test.		behavior. Critical thinking will	
social and behavioral sciences			be emphasized in Competency 4	
to			by selecting class projects that	
discover, describe, explain, and			matches the social, economic,	
predict human behaviors and			and ecological climate in the	
social systems.			Social and Behavioral Sciences.	
			They can also have a better	
			understanding of how to	
			improve their memory as well	
			as how the left and right	
			hemisphere of the brain differ in	
			their functions. They also need	
			to be more clear what critical	
			thinking is and how to use it as	
			the steps in the scientific	
			method.	

## Page 2 of 3 .... Course: PSY 101

### 2011-2012—Area IV: Social and Behavioral Science Common Core No.: NMCCN PSYC 1113

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named		To Make Improvements	Recommendations/Goals/
Measured)	or described – rubric			Priorities
	attached)			
2. Students will articulate how	Prior to required individual	Average scores on the		
beliefs, assumptions, and	presentations, students are	individual presentation		
values are influenced by factors	provided a grading rubric that	indicated the following:		
such as politics, geography,	matches the expectations	Competency 1: 81%		
economics, culture, biology,	implied in all four competencies.	Competency 2: 83%		
history, and social institutions.	Grading is consistent with the	Competency 3: 84%		
Students should:	rubric.	Competency 4: 83%		
Enhance knowledge of social				
and cultural institutions and the		(Each higher than the 75%		
values of their society and other		benchmark)		
societies and cultures in the				
world.				
3. Students will describe	Students are required to	A summary analysis of final	Instructions will be made more	Turnitin.com was implemented
ongoing reciprocal interactions	complete a paper or	scores indicated that	clear about what is expected on	this semester for the papers and
among self, society, and the	presentation to encourage a	competencies were met at a	the paper and presentations.	will be used again next year.
environment.	better understanding of	higher rate in project based		
Students should:	themselves and others. They are	activities (86%) as opposed to exams and discussions		
Understand the interdependent nature of the individual,	also required to complete four	questions. The course is also		
family/social group, and society	exams, covering all the chapters in the text except one. A project	offered online, where scores		
in shaping human behavior and	is required that gives them a	are within a normal standard		
determining quality of life.	better understanding of	deviation from the traditional		
	themselves and their society.	course.		
4. Students will apply the	Students are required to debate	The debates were a successful	Will have students vote, prior to	
knowledge base of the social	topics that integrate and	learning activity and thoroughly	each class, concerning what	
and behavioral sciences to	measure all four competencies	integrated all four	issue they want to debate what	
identify, describe, explain, and	noted in the grading rubric. The	competencies with a significant	they are most interested in.	
critically evaluate relevant	debates are dedicated to an	outcomes of 88%. Students	,	
issues, ethical dilemmas, and	issue/concern related to each	were more interested in		
arguments. –	student's community. They	national controversies as		
Students should:	complete a portfolio assignment	opposed to local and state		
Articulate their role in a global	encouraging in the topics and	issues. Abortion, the death		

## Page 3 of 3 .... Course: PSY 101

### 2011-2012—Area IV: Social and Behavioral Science Common Core No.: NMCCN PSYC 1113

<u>Competencies</u> (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used <u>To Make Improvements</u>	(Optional) Recommendations/Goals/ Priorities
context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.	global social issues.	penalty, and same sex marriage were the main issues they were interested in.		
End – Social/Behavioral Sciences				
Faculty Member Completing A	Assessment: Dana Albright		June 11, 2012	4944

Name

Date

Phone Number

# Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

#### Class: PSY 106

**Faculty: Dana Albright** 

#### Common Core No.: Human Growth & Dev

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named		To Make Improvements	Recommendations/Goals/
Measured)	or described – rubric		-	Priorities
	attached)			
1. Students will identify,	Students complete four exams	Average grades on the exams	Continuation with present	Although the benchmarks (75%)
describe and explain human	and a pre/post-test. They write	(84%), post-test (85%) and	practices and learning strategies	were met in all four
behaviors and how they are	a paper and short answer	paper (82%) exceeded the	as long as the benchmark (75%)	competencies, averages could
influenced by social	questions. The required exams	benchmark of (75%).	is met and exceeded. Asking	improve. Revisions and
structures, institutions, and	and activities are matched to the		students to select from only	innovations are essential to
processes within the	state competencies and are		specific issues designed to	meeting each competency
contexts of complex and	identified as such. A paper		match the competencies	addressed by the state.
diverse communities.	and/or presentation requires		seemed to encourage	
Students should:	research on topics related to		recognition, recall, and mastery.	
Develop an understanding of	course content. A project is		Though the benchmark was	
self	required that allows them to		exceeded, revisions should be	
and the world by examining	have a better understanding of		made to reflect a global	
content and processes used by	themselves and their world.		perspective of current events.	
social and behavioral sciences	Sample size was 27 on Pre and		They also can improve their	
to	Post test.		understanding of anecdotal	
discover, describe, explain, and			evidence as compared to	
predict human behaviors and			scientific evidence. Marcia's	
social systems.			identity status will be clearly	
			explained. They need to know	
			what percent of people are near	
			the average range on an I.Q.	
2. Students will articulate how	Prior to required group activities	Average scores on the projects	test.	
beliefs, assumptions, and	and individual presentations	indicated the following:		
values are influenced by factors	students are provided with a	Competency 1: 82%		
such as politics, geography,	grading rubric that matches the	Competency 2: 83%		
economics, culture, biology,	expectations implied in all four	Competency 3: 84%		
history, and social institutions.	competencies. Previous units	Competency 4: 83%		
Students should:	have addressed each	,		
Enhance knowledge of social	competency before the			
and cultural institutions and the	assignment.			

#### Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

### Page 2 of 3 .... Course: PSY 106

Common Core No.: HUMAN GROWTH & DEV.

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	How Results Will Be Used <u>To Make Improvements</u>	(Optional) Recommendations/Goals/ Priorities
values of their society and other societies and cultures in the world.				
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Students are required to complete a paper or presentation and one activity to encourage understanding of how society shapes human behavior. They complete four exams on textbook readings as they gain experience in academic readings.	Papers and presentation averaged 82%. Activities averaged 85%. This average exceeds the benchmark of 75% and indicates practical knowledge of the competencies.	Will improve their focus on how society and the social groups effect human behavior. Instructions will be made more clear about what is expected on the paper and presentation.	Turnitin.com was implemented this semester for the papers and will be used again next semester.
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. – Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding	Debates about relevant issues and ethical dilemmas are conducted throughout the semester. Extensive research explores the scientific method and ethical dilemmas imposed by each competency. A portfolio of assignments encourages engagement in the topics and global social issued.	Debates were a successful learning strategy allowing them to think critically and evaluate relevant issues. The activities were the most successful learning strategy and allowed the instructor to measure the competencies through writing (85%). Abortion, same sex marriage or the death penalty were the main issues they were interested in this year.	Will continue to improve their debates by doing research regarding relevant issues. Papers will focus more on the global context they are in. Will allow students to vote on what topic they wish to debate prior to the next class meeting.	

### Clovis Community College Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

### Page 3 of 3 .... Course: PSY 106

### Common Core No.: HUMAN GROWTH & DEV.

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	How Results Will Be Used <u>To Make Improvements</u>	(Optional) Recommendations/Goals/ Priorities
and justice. End – Social/Behavioral Sciences				

Faculty Member Completing Assessment:	Dana Albright	June 11, 2012	_ 4944
	Name	Date	Phone Number

# Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

### Class: PSY 201

### Common Core No.: CHILD PSYCHOLOGY

Faculty: Dana Albright

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named		To Make Improvements	Recommendations/Goals/
Measured)	or described – rubric			Priorities
	attached)			
<ol> <li>Students will identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.</li> <li>Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.</li> </ol>	Four (4) exams, essay questions and pre-test/post-test for each unit are correlated to a specific competency. This is required for the online class also. A paper and/or presentation requires research on topics related to course content. A Three Ages project gives them a better understanding of the theory of Jean Piaget. Sample size was 17 on the Pre and Post Test.	Average grades on the exams, essay questions and pre- test/post-test indicate a passing rate of 82% (higher than the 75% benchmark). The course is offered online where an analysis of final scores were within the standard deviation from the traditional course.	The established benchmark for each competency was 75%. Though is was exceeded, revisions should be made to reflect a global perspective and current events. A strong emphasis on theory will be integrated holistically into the upcoming semesters. Competency 2 can be enhanced with a class debate to encourage social consciousness. Critical thinking will be emphasized in Competency 4 with a class project that matches the social, economic, and ecological climate in the Social and Behavioral Sciences.	Although the benchmarks (75%) were met in all four competencies, averages could improve. Faculty will continue to integrate the global perspectives into each exam, project and discussion questions. Revisions and innovations are essential to meeting each competency addressed by the state.
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.	Prior to required individual presentations, students are provided a grading rubric that matches the expectations implied in all four competencies. Grading is consistent with the rubric.	Average scores on the individual presentation indicated the following: Competency 1: 82% Competency 2: 81% Competency 3: 84% Competency 4: 80% (Each higher than the 75% benchmark)	Will continue to improve their understanding of Piaget's Theory of Cognitive Development with their class presentation. This is called the Three Ages Project and they interview children of three different age groups and compare their findings to Piaget's Theory. They also can improve their understanding of Freud's Theory, how correlation	

## **Clovis Community College** Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

### Page 2 of 3 .... Course: PSY 201

**Common Core No.: CHILD PSYCHOLOGY** 

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named		<u>To Make Improvements</u>	Recommendations/Goals/
Measured)	or described – rubric			Priorities
	attached)			
			does not prove causation,	
			prenatal genetic tests, and	
			Harry Harlow's experiment.	
3. Students will describe	Students are required to write a	A summary analysis of final	Will have the paper and	Turnitin.com was implemented
ongoing reciprocal interactions	paper or give a presentation that	scores was higher ofr this	presentation give more focus on	for use on their paper and will
among self, society, and the	gives them a better	activity (86%) than for exams	the influence of society on their	continue to use it in future
environment.	understanding of how society	and discussions questions	behavior. Also will make the	semesters.
Students should:	shapes human behavior. They	(81%). This course is offered	instructions more clear about	
Understand the interdependent nature of the individual,	are also required to complete four exams covering all the	online where an analysis of final scores were within the	what is expected on the paper and presentation.	
family/social group, and society	chapters in the text except one.	standard deviation from the	and presentation.	
in shaping human behavior and		traditional course.		
determining quality of life.				
4. Students will apply the	A required project designed to	The class project was the most		
knowledge base of the social	understand Piaget's Theory and	successful learning activity and		
and behavioral sciences to	integrate all four competencies	thoroughly integrated all four		
identify, describe, explain, and	is required of each student. They are also required to	competencies with a significant outcome of 88% will allow		
critically evaluate relevant issues, ethical dilemmas, and	complete a paper or	students to vote on what topic.		
arguments. –	presentation that serves them a	They will debate prior to the		
Students should:	more in depth analysis of a topic	next class meeting. Abortion		
Articulate their role in a global	in the text book.	and the death penalty for those		
context and develop an		younger than 18 years of age		
awareness and appreciation for		were issues they were		
diverse value systems in order		interested in prior years.		
to understand how to be good				
citizens who can critically				
examine and work toward quality of life within a				
framework of understanding				
and justice.				

#### Clovis Community College Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science Common Core No.: CHILD PSYCHOLOGY

Page 3 of 3 .... Course: PSY 201

Competencies (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric	Assessment Results	How Results Will Be Used <u>To Make Improvements</u>	<u>(Optional)</u> Recommendations/Goals/ Priorities
End – Social/Behavioral Sciences	attached)			

Faculty Member Completing Assessment:	Dana Albright	June 11, 2012	4944
	Name	Date	Phone Number

## Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

#### Class: PSY 202

Faculty: Janet Irwin

### Common Core No.: ADOLESCENT PSYCHOLOGY

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named		To Make Improvements	Recommendations/Goals/
Measured)	or described – rubric			Priorities
	attached)			
1. Students will identify,	Three exams, essay question(s)	Average grades on exams,	Despite the fact that the	The established benchmark was
describe and explain human	for each exam, pre & post test	essay questions, pre & post	benchmark of 75% was	75%. While it was exceeded, it
behaviors and how they are	for each unit correlated to a	tests indicate a pass rate of	exceeded, a strong move should	appears that the overall average
influenced by social	specific competency.	85% which is higher than the	be made to discuss the core	was lowered due to the myths
structures, institutions, and		75% benchmark	theories and how they relate to	that persist about adolescence.
processes within the			the specific subject. This	The scores on the post test
contexts of complex and			instructor makes every attempt	reflected that instruction helped
diverse communities.			to integrate current information	students understand the realities
Students should:			as it relates to the subject and	of adolescence versus the hype
Develop an understanding of			give students a chance to	and myths surrounding puberty.
self			weigh-in on how this	
and the world by examining			information affects thinking and	
content and processes used by			behaviors.	
social and behavioral sciences				
to				
discover, describe, explain, and				
predict human behaviors and				
social systems.				
2. Students will articulate how	Students are instructed on the	The average score for handouts	Students find thee handouts	For this instructor, it helps me
beliefs, assumptions, and	how-to and expectations	was 90%. The score was based	difficult because it requires	"hear" what students feel about
values are influenced by factors	required to complete six	on the student's completion of	reflections about their thoughts	adolescence and helps me to
such as politics, geography,	handout. These handouts are	all 6 handouts. Because the	and feelings about adolescence	expand my lectures to include
economics, culture, biology,	designed to encourage critical	handouts are subjective, if all	whether they are still in that age	what may be of importance to
history, and social institutions.	thinking about social & cultural	criteria are met, student	range or many years removed.	better overall coverage of the
Students should:	ideas as they pertain to	receives the full credit for each		subject matter beyond what is
Enhance knowledge of social	adolescence and how teens fit	handout completed.		covered in the text.
and cultural institutions and the	into society and culture. The	· · · · · · · · · · · · · · · · · · ·		
values of their society and other	handouts require they fill out			
societies and cultures in the	information and then question			
world.	two other individuals about their			

### Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

### Page 2 of 3 .... Course: PSY 202

Common Core No.: ADOLESCENT PSYCHOLOGY

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named		To Make Improvements	Recommendations/Goals/
Measured)	or described – rubric			Priorities
	attached)			
	opinions about their feelings			
	during adolescence.			
3. Students will describe	Students are required to	The average for the Fall 2011	The instructor has used this	The instructor gains a great deal
ongoing reciprocal interactions	participate in a group project.	semester was 100%. Every	group project format to	from this project as students are
among self, society, and the	Students are placed in random	student participated, every	encourage students to "meet"	encouraged to research current
environment.	groups and give the opportunity	student worked as a group	each other. This instructor asks	and up to date information about
Students should:	to choose a subject for extensive	participant. All projects were	each student to critique the	subject matter. This helps the
Understand the interdependent	research. The project must be at	15 plus minutes, powerpoint	class and the "thing" students	students, but it also encourages
nature of the individual,	least 15minutes in length, but	presentations, well researched,	do not like is the group project-	the instructor to research current
family/social group, and society	the format for presentation is of	and well documented. All	not the project-but the fact that	information and thinking about a
in shaping human behavior and	their choosing. They must work	students received the full point	they must "work as a group."	particular subject.
determining quality of life.	together as a group.	value for this project.	We are an individualistic society	
			that must learn how to work as	
			a group.	
4. Students will apply the	3 test exams, essay questions,	Because the group project for		
knowledge base of the social	pre & post tests, 6 handout	the Fall 2011 semester was		
and behavioral sciences to	papers, and group projects.	100% for all students, the		
identify, describe, explain, and	These assessment procedures	average for all assessment		
critically evaluate relevant	enable the student to apply the	procedures used for this class		
issues, ethical dilemmas, and	knowledge bas of the social and	was 95%.		
arguments. –	behavioral sciences area by			
Students should:	identifying, describing,			
Articulate their role in a global	explaining and evaluating			
context and develop an	information required by			
awareness and appreciation for diverse value systems in order	instructor for this course.			
to understand how to be good				
citizens who can critically				
examine and work toward				
quality of life within a				
framework of understanding				
and justice.				
	1			

### **Clovis Community College** Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

### Page 3 of 3 .... Course: PSY 202

#### **Common Core No.: ADOLESCENT PSYCHOLOGY**

<u>Competencies</u> (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	<u>Assessment Results</u>	How Results Will Be Used <u>To Make Improvements</u>	(Optional) Recommendations/Goals/ Priorities
End – Social/Behavioral Sciences				

Faculty Member Completing Assessment:	Janet Irwin		_ April 16, 2012	
		Name	Date	Phone Number

Name

### Core Competencies Assessment 2011-2012, Area IV: Social and Behavioral Science

Class: SOC 101 (combined Fall/spring Courses Assessed) COMMON CORE NUMBER: SOCI 1113 Faculty: J. Scott Richeson

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named		To Make Improvements	Recommendations/Goals/
Measured)	or described – rubric			Priorities
	attached)			
1. Students will identify,	Essay questions on exam 1 are	The average score on exam 1	Students tend to struggle with	
describe and explain human	correlated to each specific	for the academic year was 71	the theoretical approaches and	
behaviors and how they are	competency. Missing data has	percent.	research methodology. There is	
influenced by social	been omitted from the results		also a "learning curve" when it	
structures, institutions, and	(for example, a student who		comes to expectations for essay	
processes within the	missed an assessment and did		exams. Instructors will devote	
contexts of complex and	not make it up).		more time to preparing	
diverse communities.			students to succeed on exams	
Students should:			and understand research	
Develop an understanding of			methodology. Use of	
self			multimedia will enhance this	
and the world by examining			goal.	
content and processes used by				
social and behavioral sciences				
to				
discover, describe, explain, and predict human behaviors and				
social systems.				
2. Students will articulate how	Essay questions on exam 2 are	The average score on exam 2	Students do better here, which	
beliefs, assumptions, and	correlated to each specific	for the academic year was 84	is partly due to the content and	
values are influenced by factors	competency. Missing data has	percent.	experience with exam 1.	
such as politics, geography,	been omitted from the results		Greater effort will be made to	
economics, culture, biology,	(for example, a student who		integrate cultures in the world.	
history, and social institutions.	missed an assessment and did		_	
Students should:	not make it up).			
Enhance knowledge of social				
and cultural institutions and the				
values of their society and other				
societies and cultures in the				

#### Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science

Page 2 of 3 .... Course: SOC 101

#### Common Core No.: SOCI 1113

<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named		To Make Improvements	Recommendations/Goals/
Measured)	or described – rubric			Priorities
	attached)			
world.				
3. Students will describe		The average score on exam 3	Students tend to succeed in this	
ongoing reciprocal interactions	Essay questions on exam 3 are	for the academic year was 82	area. Greater effort will be	
among self, society, and the	correlated to each specific	percent.	made to focus on how social	
environment.	competency. Missing data has		groups shape human behavior.	
Students should:	been omitted from the results			
Understand the interdependent	(for example, a student who			
nature of the individual,	missed an assessment and did			
family/social group, and society	not make it up).			
in shaping human behavior and				
determining quality of life.				
4. Students will apply the	Students are required to	The average score for all formal	Although the instructions for	
knowledge base of the social	complete two formal essays	essays for the academic year	these essays are quite clear,	
and behavioral sciences to	which correlate to this	was 72 percent.	many students fail to read them	
identify, describe, explain, and	competency area. Missing data		or ignore them. For example,	
critically evaluate relevant	has been omitted from the		there are students who submit	
issues, ethical dilemmas, and	results (for example, a student		plagiarized papers or papers	
arguments. –	who missed an assessment and		below the minimum length	
Students should:	did not make it up).		requirement. Greater effort will	
Articulate their role in a global			be made to communicate to	
context and develop an			students the expectations for	
awareness and appreciation for			their written work.	
diverse value systems in order				
to understand how to be good				
citizens who can critically				
examine and work toward				
quality of life within a				
framework of understanding				
and justice.				

#### Clovis Community College Core Competencies Assessment 2011-2012—Area IV: Social and Behavioral Science Common Core No.: SOCI 1113

Page 3 of 3 .... Course: SOC 101

<u>Competencies</u> (Learning Outcomes Being Measured)	Assessment Procedures (Process/Instrument named or described – rubric attached)	Assessment Results	How Results Will Be Used <u>To Make Improvements</u>	(Optional) Recommendations/Goals/ Priorities
End – Social/Behavioral Sciences				
nculty Member Completing Ass	sessment: J. Scott Richeson	M	ay 15, 2012	4914
,		Name	 Date	Phone Number